



Information Literacy Scope and Sequence

Eastmont Middle School: 2012-2013

October 1, 2012

Library Media Center

Information Literacy

Sequence Summary:

- Task Definition
- Information Seeking Strategies
- Location and Access
- Use of Information
- Synthesis
- Evaluation

Scope Summary:

American Association of School Librarians (AASL) Standards **A**

ELA Core State Standards **B**

Bloom's Lower-Level Activities with I CAN Statements. **C**

Bloom's Higher-Level Activities with I CAN Statements. **D**

Scope and Sequence modeled after <http://www.janetsinfo.com/big6info.htm> in conjunction with CSD EBL goals. ☆

Library's Mission

To promote print and digital information literacy in an inviting environment.



| | A | B | C | D |
|--|-------------------------|---|---|---|
| Utah State Library Media Standards | AASL Standards | ELA Core State Standards | Bloom's Taxonomy: Remembering, Understanding, and Applying Activities | Bloom's Taxonomy: Memorizing, Evaluating, and Creating Activities |
| Task Definition (Page 2) | 1.1.3 1.2.1 | Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #7 | Concept Mapping Graphic Organizers | Creating Essential Questions |
| Information Seeking Strategies (Page 2) | 1.1.4 1.1.5 | Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8 | Search Engines and Databases Evaluating Web Sites | Validity and Reliability |
| Location and Access (Page 3) | 1.1.8 1.3.2 | Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8 | Keywords Search Strategies | Boolean Search Strategies |
| Use of Information (Page 3) | 1.1.7 2.1.1 1.3.3 | Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8 & #9 | Extracting Information Analyzing Sources Citations | Evaluating Audience and Point of View |
| Synthesis (Page 4) | 2.1.4 3.1.4 | Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8 & #9 | Critical Thinking Understanding Information Synthesis | Creating Classroom Connections |
| Evaluation (Page 4) | 3.4.1 3.4.2 | Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #9 | Understanding Assignment Rubrics | Evaluating Final Product in Comparison with Rubric |

Task Definition

AASL Standards:

1.1.3 Define the information problem.

1.2.1 Identify information needed in order to complete the task (to solve the information problem).

ELA Core State Standards:

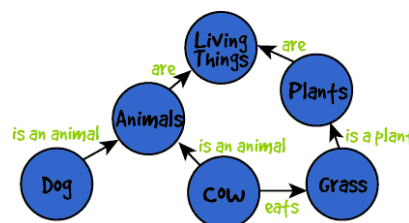
Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.

Remembering, Understanding, and Applying Activities:

I CAN conceptualize my topic with a concept map and/or graphic organizer. I CAN narrow my topic. I CAN broaden my topic.

Memorizing, Evaluating, and Creating Activities:

I CAN create essential questions to answer when researching.



Students learn to determine what is a valid and reliable source.

Information Seeking Strategies

AASL Standards:

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis accuracy, validity, appropriateness for needs, importance, and social and cultural context.

ELA Core State Standards:

Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8: Gather relevant information from multiple print and digital sources, using search terms effectively . . .

Remembering, Understanding, and Applying Activities:

I CAN sort through the many results found when researching using search engines such as Google. I CAN use meta-databases such as Pioneer: Utah's Online Library to help me narrow my search for information. I CAN use additional databases such as World Book Advanced, EBSCO, SIRS, and more help me find valid and reliable information.

Memorizing, Evaluating, and Creating Activities:

I CAN determine what is a valid and reliable source.



Images from google.com—images.



Location and Access

AASL Standards:

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.3.2 Seek divergent perspectives during information gathering and assessment.

ELA Core State Standards:

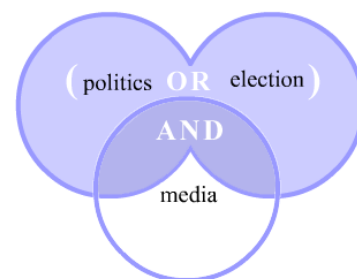
Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8: Gather relevant information from multiple print and digital sources, using search terms effectively . . .

Remembering, Understanding, and Applying Activities:

I CAN effectively use keywords to find information. I CAN use basic search strategies such as key-word alteration, topic narrowing, topic broadening, and more.

Memorizing, Evaluating, and Creating Activities:

I CAN create Boolean search term variations.



Use of Information

AASL Standards:

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.1.1 Apply critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

ELA Core State Standards:

Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8 & #9: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. / Draw evidence from literary or informational texts to support analysis, reflection, and research.

Remembering, Understanding, and Applying Activities:

I CAN critically analyze information obtained through research. I CAN correctly cite information found using MLA format.

Memorizing, Evaluating, and Creating Activities:

I CAN evaluate found information's intended audience and point of view. I CAN analyze what audience and point of view my project should have.

Students learn to critically analyze information obtained through research.



Synthesis

AASL Standards:

2.1.4 Use technology and other information tools to analyze and organize information.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

ELA Core State Standards:

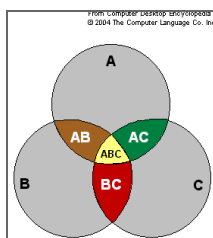
Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #8 & #9: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. / Draw evidence from literary or informational texts to support analysis, reflection, and research.

Remembering, Understanding, and Applying Activities:

I CAN continue to critically analyze information found and begin to blend research with own ideas.

Memorizing, Evaluating, and Creating Activities:

I CAN create a unique research project.



| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|--|---|---|
| Introduction (Organization) | The introduction is well-written, states the main topic, and provides the structure of the paper. | The introduction clearly states the main topic, but does not provide the structure of the paper. | The introduction states the main topic, but does not provide the structure of the paper. | There is no clear introduction of the main topic, and the paper is difficult to read. |
| Focus on Topic (Content) | There is one clear, well-developed topic. Main idea stands out and is supported by relevant information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| Support for Topic (Content) | Relevant, interesting, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but some are less relevant or predictable. | Supporting details and information are relevant, but some are less relevant or predictable. | Supporting details and information are not relevant or predictable. |
| Conclusion (Organization) | The conclusion is strong and leaves the reader with a feeling of "well, that's all." | The conclusion is acceptable and leaves the reader with a feeling of "well, that's all." | The conclusion is acceptable, but does not tie up loose ends. | There is no clear conclusion, the paper just ends. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |

Evaluation

AASL Standards:

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

ELA Core State Standards:

Writing Standards 6 -12, Research to Build and Present Knowledge, Grades 6-8, #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Remembering, Understanding, and Applying Activities:

I CAN reflect on my research found and return to the beginning of my process if needed. I CAN understand the assessment rubric the teacher has provided.

Memorizing, Evaluating, and Creating Activities:

I CAN compare and contrast my final research project with the teacher's assessment rubric.